

One Principal, two colleges

FE Week Exclusive

Nick Reinis

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Two further education colleges have joined in a unique federation to cut costs under the leadership of one principal.

Surrey-based institutes Kingston College and Carshalton College last year scrapped the original plan to merge, in favour of the new type of partnership, which means both colleges will retain their own governing bodies.

The decision was signed off on December 1 by John Hayes, minister for FE, before the final decision was ratified by governors.

It means Peter Mayhew-Smith, principal of Kingston College since April 2010, is now also leader at Carshalton College.

Mr Mayhew-Smith, speaking to exclusively to *FE Week*, said: "It's a fantastic opportunity. I'm much more excited than daunted."

It is not believed any students will be affected - in fact, Mr Mayhew-Smith believes each college will be able to increase their curriculum.

He said: "We looked at a merger but we preferred a federation, because it protects the identity of both colleges."

"It also allows them to do different things in the future - it's more

easily reversible, if that's what they wanted to do. It opens up a wealth of opportunity for us."

Mr Mayhew-Smith believes the colleges could save £800,000 between them from the partnership in three main ways.

Mr Mayhew-Smith said: "We can develop shared services, like human resources, and, secondly, procurement which was purchased by two colleges, but now we can work together for a single license through our joint company."

"Thirdly, in leadership, for example, we have one principal instead of two."

Mr Mayhew-Smith also said it could mean job losses at the colleges. They have "met the unions" but he was unable to say how many - or what types of jobs - are at risk.

The principal also denied that the federation was set up by the government not allowing the colleges to merge.

He also said: "Merging is more protracted and destructive. Mergers can slow down the development of colleges."

A spokesman for the Department of Business, Innovation and Skills, confirmed the arrangement was a first of its kind.

Mr Hayes agreed to a modification of Carshalton Colleges' Articles of Government, under the Further and Higher Education Act 1992 on December 1.

BIS: "This is the first time the Minister has agreed such a modification"



Peter Mayhew-Smith, now Principal of both Kingston and Carshalton College

The spokesman added: "The modification will enable Carshalton College to appoint the current principal of Kingston College as its principal to facilitate the development of a federation model between the two colleges."

"Such developments are in line with the freedom and flexibilities being given to colleges to develop innovative new partnerships as set out in New Challenges, New Chances. This is the first time the Minister has agreed such a modification."

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MP's apprentices



FE Week investigates the rise of the Parliamentary apprentice

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Mr WorldSkills



FE Week talks to Simon Bartley, President of WorldSkills Int.

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FE Week & Me



Find out how to vote in our FE Week & Me competition!

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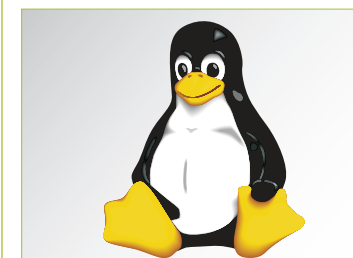
Campus Roundup



Barton and Perevil Sixth form shows its true colours and more...

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Guess the tech



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Gove could do BETTer for FE

Nick Summers

@SummersNicholas

The shadow minister has hit out at the disregarding of further education in the overhaul of the ICT curriculum.

Education secretary Michael Gove announced a consultation on withdrawing the existing National Curriculum Programme of Study for ICT at the BETT Show last week.

However, Gordon Marsden MP, shadow minister for FE, skills and regional growth, said: "It's disappointing that when major curriculum changes such as those on ICT are announced there appears to be

little or no reference to the vital role the FE sector and colleges play in delivering ICT skills."

Mr Marsden added: "Both for young people looking to have them as a vital step on a ladder to apprenticeships or job skills for older learners - especially women - wanting to return to work, the role colleges play in this area is crucial."

"It's slightly symptomatic of the slight Jekyll and Hyde approach to vocational skills that the Secretary of State sometimes shows - and not helpful to the sector as a result."

Mr Gove, in his speech at BETT, said: "The traditional approach would have been to keep the Programme of Study in place for the

next four years while we assembled a panel of experts, wrote a new ICT curriculum, spent a fortune on new teacher training, and engaged with exam boards for new ICT GCSEs that would become obsolete almost immediately."

"We will not be doing that."

Mr Gove said the government would stop micromanaging technology in schools and ask universities to help draw up new courses.

He said: "In particular, we want to see universities and businesses create new high quality Computer Science GCSEs, and develop curricula encouraging schools to make use of the brilliant Computer Science content available on the web."



inside...



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UTC scuppered by college and universtiy dispute

Nick Summers
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A college principal which helped create the University Technical College (UTC) model has been forced to postpone her own bid.

Stella Mbubaegbu, principal of Highbury College, has been unable to finalise a UTC proposal because of a leadership dispute with the University of Portsmouth.

Paul Whittle, who worked on the UTC bid for Highbury College, told The News, Portsmouth's local newspaper: "Stella was involved in the concept of the UTC before it was a public idea.

"She was there as part of the genesis - not about being an outstanding college that felt it had to lead."

Highbury College and the University of Portsmouth have drafted two separate bids in an attempt to take charge of the project.

The college wanted to build the UTC using a site at The City of Portsmouth Boys' School, a smaller than average comprehensive school with rising pupil attainment.

Mike Smith, Headteacher at The City of Portsmouth Boys' School, said: "The original proposal was for City Boys to become a UTC. It was proposed by Highbury College and supported by the local authority, but we were not initially consulted.

"Once we knew of the proposal we did not support it because we did not believe that children would or should change school at 14."

The UTC bid from Highbury College was specifically for students aged 14-19, but needed the financial support from a higher education institution.

The University of Portsmouth disagree with the college's bid and instead believe that an 11-19 institution would be better for the city.

"The University of Portsmouth has been exploring the possibilities for contributing to

improvements in the provision of secondary education in the city through the formation of UTC/Academies," a spokesperson for the university said.

"Our strong view, and that of the school which would convert into the new format, has been that an 11-19 institution is much preferable to a 14-19 institution."

Highbury College has since approached other higher education institutions to try and find an alternative source of funding.

"Highbury doesn't sit still," Mr Whittle told The News. "We are developing other proposals."

The University of Portsmouth developed its own bid for an 11-19 technical academy worth £10 million on The City of Portsmouth Boys' School site.

"The University commissioned a consultancy to establish the capital expenditure needed for the proposal (£8-10 million) and an educational consultant to help move us towards a bid," a spokesperson for the University said.

Mr Smith says The City of Portsmouth Boys' School was in favour of the University's bid, despite having some concerns around staff contracts.

"The idea of an 11-19 Technical Academy with the University of Portsmouth came in April, we were fully involved in the planning and it was of interest to our Governors," Mr Smith said.

He added: "There were likely to be some concerns including staff contracts."

The University of Portsmouth was forced to withdraw the bid when they were told there was no government funding available for anything other than a UTC covering 14 to 19 year-olds.

"The University has now been made aware that the 11-19 model is not included, and that a previously known example had been turned down," the University spokesperson added.

"The University, therefore, sees no prospect of promoting a bid."

Apprenticeship sales force enrol themselves

Nick Reinis
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A training provider has launched an apprenticeship scheme to upskill existing call centre staff.

Twenty members of staff at Intraining, part of NCG (formerly Newcastle College Group) have enrolled on an apprenticeship to improve their own skills and also so that they can offer support to those inquiring about apprenticeships.

Each apprentice will be "assigned two hours of assessment time and two hours study time" each month of the year-long programme.

However, it is not clear how much and for how long training will take place, with the provider saying it will depend on the "need of the individuals".

An Intraining spokesperson said: "The majority of the staff are up skilling through the apprenticeship scheme; although most are new to the business.

"One member of staff has been recruited as an apprentice.

"The apprenticeship will be delivered over an average of 12 months; dependant on individuals prior learning."

She also added: "As one of the country's leading training providers, Intraining encourages all staff to continually develop themselves.

"Contact Centre staff on the apprenticeship programme will be rigorously assessed against the apprenticeship framework and receive new training to support them in acquiring new skills, enabling them to gain a nationally recognised qualification.

"Any training required to support staff in completing the apprenticeship will be delivered accordingly (although much of this will be work based learning) and the length of time will be dependent on the needs of the individual."

The majority of the Intraining team are working towards an intermediate apprenticeship in customer service, while the contact centre manager, Maureen Matheau-Raven, is undertaking an advanced apprenticeship in management.

She said: "Those working in call centres are often perceived as unskilled workers and nothing

FE Week news in brief

No-notice inspections

Ofsted last week revealed plans to introduce unannounced inspections for school inspections from September.

However, a spokesperson said: "As such there are no plans at the moment to introduce no-notice inspections to the FE sector."

She added: "Notification periods are under constant review. Generally our approach is to give as little notice as possible before an inspection takes place to ensure we see provision as it really is.

"Inspecting further education and skills provision often presents a number of logistical challenges. These can include the high number of delivery sites and the large number of interested parties."

Train the UK's best

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For more information, contact charles.turner@apprenticeships.gov.uk or call 020 7904 0912. All applications must be submitted by January 27.

Zenos 'short delay'

Zenos, a provider of ICT apprenticeships, has told around 300 of its 19+ candidates there will be a "short delay" to their programmes.

The training provider which is owned by Pearson and has an apprenticeship allocation from the Skills Funding Agency (SFA) in excess of £45 million, is blaming "recent changes in the Government policy" for the delay. Jason Moss, managing director of Zenos, added: "We are now working hard to ensure the Zenos provision is fully aligned to the latest policy and that our learners continue to receive the best programme."

For more, visit www.feweek.co.uk



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Case of the academy targeted for fraud

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The Young People's Learning Agency (YPLA) has clarified its claim that Academies are being targeted by fraudsters online.

"The reason why the YPLA put this in the e-bulletin was as a result of being alerted to the problem by a particular Academy," a spokesperson for the YPLA told FE Week.

"There is no reason to think that there is a widespread problem with this but we took the precaution of alerting Academies to what is a standard procedure by Companies House."

The original claim, published by the YPLA in e-bulletin Issue 39, references numerous cases from a number of Academies.

It states: "There have been recent reports that Academies are being subjected to attempts to change registered details at Companies House without their consent."

"This is a known form of company fraud."

The e-bulletin later advises Academies to sign up to the PROOF (PROtected Online Filing) scheme, a voluntary service which prevents fraudsters from filing certain types of paper

documents.

Companies House, the executive agency in charge of storing information about UK businesses, says there is 'no indication' that Academies are being targeted by fraudsters online.

"We are not aware that Academies are being targeted by those looking to carry out fraudulent filing," a spokesperson for Companies House said.

"We receive on average 50 to 75 cases of this type of alleged fraud per month, and there is no indication that these were academies."

The issue has been downplayed further by the Foundation, Aided Schools and Academies National Association (FASNA).

"We have had no reports of such fraud," Lynne Hoptroff, chief administrative officer of FASNA said:

"But we would encourage our members to take the sensible precautions suggested by the YPLA and use the PROOF system."

Academies are not controlled by the local authority and are often sponsored by schools, businesses, universities, charities or faith bodies.

University Technical Colleges (UTC) are included under the academies programme and funded following approval from the Department for Education (DfE).

BBC 5 live investigates

Apprenticeship schemes which misuse taxpayers' money is to be debated by leading figures in the FE sector on '5 Live Investigates'.

The programme, which will be broadcast on BBC Radio 5 Live at 9pm this Sunday, includes interviews with a number of apprentices who have been left both out of pocket and without a qualification.

BBC Radio presenter Adrian Goldberg will be discussing case studies with Nick Linford, managing director of Lsect and managing editor of FE Week, and Adrian Bailey MP, chair of the BIS Select Committee, among others.

Mr Linford said "The potential for misuse of public funding is not a new problem

to FE, but recent government policies make it increasingly likely. Unlimited subcontracting, fewer funding agency staff and the pressure to achieve growth targets

increases the risks. So provider freedoms and flexibilities should not come at the expense of accountability and quality"

Mr Bailey told FE Week: "What we need is real apprenticeships, and an adequate level of funding to ensure that they are meaningful and effective."

"The government should concentrate less on numbers and more on appropriateness of the course and validity."

The programme follows a review by the National Apprenticeship Service (NAS) and Skills Funding Agency (SFA) into the

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FE Week investigates...

FE Week visits parliament to meet the apprentices working in MP's offices



L-R: Robert Halfon MP, Matthew Redmore (apprentice to John Woodcock MP) Alice Hannam (apprentice to Mike Crockart MP) Louis Luck (apprentice to Robert Halfon MP) Chelsea Way (apprentice for New Deal of the Mind and the Parliamentary Academy), Paul Abbott (researcher) Mwila Mulenshi (New Deal of the Mind) Martin Bright (New Deal of the Mind)

Nick Summers
@SummersNicholas

The number of apprentices working in MP's offices are on the rise, just as young people undertaking an unpaid internship in Parliament has become a hotly contested issue.

Voluntary help is a tradition in politics that goes back several decades and at a time when job prospects are increasingly bleak, political graduates both from further education (FE) and higher education (HE) are looking for any advantage which might land them a job.

The desperate need both for experience and contacts pressurises many young people into paying for an internship in Parliament out of their own pocket.

Marcus Mason, Programme Manager at New Deal of the Mind, says the tradition is stopping young people who simply can't afford to work in London.

"Unpaid internships, rife in the political and creative sectors, are a barrier to social mobility - people from lower incomes simply cannot afford to work for free," Mr Mason said.

"We have to ask ourselves whether we want a system which systematically enforces a bias towards the recruitment of people from higher income backgrounds."

The alternative, and perhaps the solution, is for MPs to take on an apprentice, as the employee receives both a wage and training.

Robert Halfon, MP for Harlow, is thought to be the first politician in England to ever hire an apprentice.

"I must admit that when I first got in, in the first two or three weeks I put an advert in for interns," Mr Halfon said.

"I suddenly came downstairs in the morning and said, what am I doing?! Take it off, take the adverts off! If I go on about apprenticeships all the time then forget about that, I've got to have an apprentice."

Harlow College interviewed a number of candidates for the new apprenticeship, shortlisting four for Mr Halfon's final decision. The minister chose Andy Huckley shortly afterwards, now studying International Affairs at University, as the first political apprentice in 2010.

The huge success has inspired a movement known as the Parliamentary Academy. Developed in partnership by New Deal of the Mind, Mr Halfon and North Hertfordshire College, the 'school' hopes to encourage as many MPs as possible to take on an apprentice.

The first four apprentices, which started in October last year, are Alice Hannam, Matthew Redmore, Rachel Shackleton and Breon Finch.

Almost all of the apprentices in the Parliamentary Academy say they would have struggled to take up the opportunity without some kind of wage.

Alice Hannam, who works under Mike Crockart MP, said: "I wouldn't have been able to

take it if it hadn't been paid.

"I don't know how a lot of interns do it - how do you afford your rent, travel, and food if you're living alone? It's impossible."

Louis Luck, the second apprentice to be taken on by Robert Halfon MP, added: "I applied for this thinking it was unpaid.

"So I'm quite lucky, I have quite a large family, and they were all ready to support me.

"My parents and grand parents were preparing to raid my savings to help me get through, and I was very lucky I had that."

Don't be fooled into thinking an MP's apprentice is just an intern with a wage.

"It's completely different to what I expected," Alice Hannam said.

"I thought I would be just doing photocopying, faxing and general office work, but they just throw you straight in the deep end.

She added: "I was writing press releases, speeches, replying to constituents, and I also update the diary."

Mr Halfon says an apprenticeship is hard work when compared to his own experiences at University.

"You can't just not turn up to your lecture or whatever, it's totally different.

"When you do an apprenticeship, it's bloody hard."

The apprentices are not guaranteed a job once they complete their qualification however.

This is due mainly to their age, according to Mr Halfon.

"Some of them are very young, so I expect they will go off and do other things," Mr Halfon said.

"It's very hard because there has to be an opening. But having said that, if you've done the apprenticeship you've got a very good chance because someone might leave - and you've got the experience which the MP needs."

The apprenticeships run by the Parliamentary Academy and individual MPs such as Robert Halfon might not guarantee a political career, but they're a step in the right direction from unpaid internships.

"It should be one of the stigmas that come with MPs - they have what they claim on their expenses, and then it should be do they have an apprentice," Louis Luck said.

"I think there's no reason for them not to have an apprentice."

National Apprenticeships Week ~ get in touch with *FE Week* today

National Apprenticeship Week is a government-led campaign designed to raise the profile of vocational training among employers, individuals, teachers and parents.

The programme, which takes place between February 6-10, is now in its fifth year and hopes to persuade more potential employers to take on an apprentice. The aims of the 2012 campaign are to persuade employers about the advantages of hiring an apprentice, to

highlight the skills of apprentices to the wider public and the range of different industries covered by apprenticeships.

The National Apprenticeship Service (NAS) is asking colleges, businesses and individuals to create an event in their local area which will help raise the profile of the apprenticeship brand. Confirmed events include Bentley Motors, which will be visiting local schools to promote apprenticeship vacancies, discounted

football tickets for Derby County vs Nottingham Forest, and an apprenticeship fair at the Nottingham Conference Centre.

Past events have included a college visit from the latest World Land Speed Record team, hands-on taster sessions, and a scrap heap challenge for young people. *FE Week* will be publishing a special printed supplement, in partnership with NCFE, and we want your stories now.

If you know an apprentice with a huge success story, an under appreciated employer or a training provider delivering with a particularly innovative model, please contact us via news@feweek.co.uk, or by calling our news desk on 020 3582 6416.

Alternatively, notify us of any event you're holding by tweeting us (@FEWeek) using the official National Apprenticeship Week hashtag: #NAW2012.

FE Week profile

Simon Bartley ~ his story

Janet Murray

@jan_murray

The President of WorldSkills International talks to *FE Week*

Simon Bartley's school memories could have come straight out of an Enid Blyton novel. Educated from the age of eight at a Catholic boarding school in Lancashire, by the sounds of it, he enjoyed an idyllic childhood filled with tuck boxes and wholesome boyish pursuits.

"There used to be a school train just like in Harry Potter," he recalls. "There was a 10 minutes past two service that left Euston on a Tuesday afternoon that was 10 compartments long, and as you worked away from the barriers towards the engine the year groups went from eight-year-olds to nine-year-olds to 10-year-olds...and we'd all chug up to Preston together."

"The idea of apprenticeships for 'thickos' is something that needs to be dispelled from parents' vocabulary"

And while there was usually "a bit of blubbing" during the station farewells, most of the boys – him included – had far too much fun to miss their parents.

But while he gained a lot from his schooling (include a passion for community work which he still has today) it was at a further education (FE) college in Essex that Bartley says he first experienced top quality teaching. After disappointing 'A' level results, he moved back with his parents in Chelmsford, and enrolled at the local college for resits, where he found most of his fellow students were from also public schools, a system he says "had failed them as it had failed me, academically."

With the help of the outstanding teachers at the college, Bartley's passion for learning was reignited, and the following year, he went to Durham University to study engineering science and management.

Bartley is endlessly enthusiastic about Durham, where he says he "learned more about life and had greater fun" than at any other time. After the "restricted atmosphere" of boarding school and the culture shock of living with his parents after more than a decade away from home, university was about "loosening the corsets" and having fun.

After university, Bartley went into engineering, working his way up through the ranks to the role of site engineer. During

his five years in the profession, he worked on some iconic buildings, including the British Library and Heathrow Airport, but while he enjoyed the work, he couldn't quite shake the feeling that there was something else out there for him. When his father invited him to join the family business – an electrical contracting firm founded by his great grandfather – he decided to give it a go. After another year at Durham working towards a Masters degree in Management, he joined C.J.Bartley's, eventually taking over from his father as managing director in 1994 and then as chairman in 1997.

While he enjoyed running the family firm – which had an impressive portfolio of clients including London Bridge and the Globe Theatre – Bartley "wasn't a particularly good businessman."

Running a business could be "a lonely business" and he soon discovered that he was far more interested in people than "making a hard-nosed profit." And it was this that sparked his interest in "the politics of vocational education" and led to him to sit on the boards of various industry bodies, including City & Guilds. But the responsibility could be worrying, he says.

"We had up to 100 people working for us, but when you are at the top, you always know that you are responsible for the livelihoods not only of those 100 people but also their wives and children and all the rest of it," he says. "The day-to-day responsibilities of finding enough work and getting paid weighed heavily at times."

And in an increasingly tough economic climate, where "blue-chip clients were no longer prepared to pay any premium for quality" the market was becoming increasingly tough. So when a company made an offer for the company in 1999, Bartley and his father decided to sell up.

After a short spell as sales, marketing and business development director under the company's new owners, Bartley decided to go it alone as a consultant, specialising in anything from "lighting to heating and ventilating... to the development of apprentices and young people."

Getting involved in the WorldSkills competition was a natural progression. In the 1980s and 1990s, his father had sat on the board of UK Skills (the not-for-profit organisation that managed the UK entry for WorldSkills at the time), travelling around the world for the biannual competition.

So when he was invited to join the team putting together the UK's bid for WorldSkills 2011 in 2006, he jumped at the chance. And when he heard there was a chief executive role up for grabs at UK Skills, he was straight on the phone asking Chris Humphreys (then chair of UK Skills) if it would be an embarrassment if he applied.

Having being assured that would definitely not be the case, Bartley put himself forward and landed the job. In October 2010, he was elected president of WorldSkills International - the not for profit membership association which aims



Picture by Nick Linford, taken at the WorldSkills London 2012 closing ceremony

to promote vocational skills and education - and took up the four-year post in October last year.

One of the biggest challenges for the member countries, he says, is keeping the momentum going between competitions so it is not just a "competition every two years with nothing in between."

Following Team UK's success in WorldSkills 2011 (bagging 12 medals - its best performance to date) the UK has decided to run an annual national skills competition with the aim of encouraging more young people to get involved and raise standards in vocational education and qualifications.

But there are still hurdles to overcome, says Bartley. One is getting the message out to parents, young people, educators and politicians about the value of vocational skills. While undoubtedly well-intentioned, the previous government's focus on 'education, education, education' - which led to a commonly held perception that it wanted at least 50% of young people to go to university – is at least partly to blame, he says. "It accelerated a change that was going on in society, particularly amongst parents, about what was the best for their children...and university was it."

While "we are pushing on more of an open

door than we have in the past," the perception of vocational skills still need to be tackled, he says. "The idea of apprenticeships for 'thickos' is something that needs to be dispelled from parents' vocabulary. I have met too many parents who have said to me 'Oh, want our children to go to university along with other bright children' and 'I think colleges are really important and vocational education is really important for those who are not clever enough.' Well, actually, there are a lot of clever people at university who would be doing even better in their lives by going to college and doing an apprenticeship."

But he would hate to see a "turf war" between academic and vocational skills, he says. What young people – and their parents – really need is access good quality, independent advice and guidance.

"We are not very good at allowing children to study the facts and make a decision about what is good for them, what is good for society and everything else."

"I don't rubbish universities; I went to one myself and I had a great time...but what I am really interested in doing is having out there the tools and the understanding for people to be able to make informed decisions about their futures."

FE Week Expert

Challenges and chances for learners in 2012

In honour of the new strapline for the Department for Business, Innovation and Skills, *FE Week* asked two further education (FE) experts, David Hughes, chief executive of NIACE, and Toni Pearce, NUS vice-president for FE, what they thought the “New Challenges, New Chances” would be for learners this year.



It is all too easy to be gloomy about the challenges faced by adult learners in 2012. We all know about the banking and credit crises, which have led to economic recession, the high levels of unemployment and all sorts of social issues.

The subsequent cuts in public funding and lower employer investment in skills have hit adult participation numbers and the widening participation agenda.

In the spirit of the New Year, though, I don't want to be despondent about the many challenges; instead I want to highlight a few of the opportunities for promoting adult learning and persuading people to invest in it.

This is a time for new thinking, new approaches to adult learning and for us to use the ‘chances’ we have.

The first opportunity is to use the London Olympics and Paralympics, the Queen's Diamond Jubilee and the European Year of Active Ageing to promote the benefits of adult learning more widely.

All of these will bring chances to sell the benefits of adult learning to new audiences and to build on what we have to hope is a year in which the doom is replaced by some hope and optimism.

We need to promote adult learning as well in the debates about public sector reform and public funding cuts.

We know that adult learning can empower people, help them take control of their lives, enhance health and well-being, build community resilience and even reduce the costs to the State,

so let's make that case concisely and carefully to convince more local and national politicians and officials to invest in adult learning. This year will see a significant shift in the funding of learning in both higher and further education.

The move from State funding to State financing is certainly challenging and many words have been and will be written against it.

We need to use this to generate the debate about who should pay for learning, particularly focusing on the balance of investment we should expect from learner fees and loans, from employers and from the State. The distant opportunity from that is more employer and learner investment to grow participation.

FE Week has led the way in generating a debate about apprenticeship funding and design, but I want to see more focus this year on the learning experience of apprentices.

So let's learn from apprentices in order to enhance the offer, maximise the benefits and persuade more employers to invest.

As ever and true to the NIACE mission, I want to make sure that we promote learning for those who have missed out most.

“I don't want to be despondent about the many challenges; instead I want to highlight a few of the opportunities for promoting adult learning”

There are five opportunities to do this: the new focus on entry-level English & maths; the introduction of a new adult funding methodology; the innovation code which we called for in our joint ‘Colleges’ Inquiry; the review of adult and vocational learning pedagogy; and a new NIACE Inquiry on Family Learning which we hope to launch this year.

In all of these there are opportunities to sharpen our focus on how best we can support more adults to benefit from learning throughout their lives.

There are chances amongst the challenges. It will be a tough year but I am optimistic that we will work together to make a strong case for adult learning as a critical part of the economic and social recovery we all desire.

David Hughes is chief executive of NIACE and tweets @DavidhNIACE



These are my challenges and chances for learners in 2012

Challenges

1. The introduction of a new fees and loan system in further education (FE) for adults studying at level 3 or 4 has the potential to decimate the way we see adult education being delivered in this country at the moment.

The idea that any government would find it appropriate for the most disadvantaged in society, who will have felt the bite of the recession the hardest, to have to pay for basic levels of education is entirely unpalatable. The government's own consultation predicts that we will need to see a 20 per cent drop in participation to ensure that the scheme stays within budget and the idea of imposing an already unproven higher education market system in the FE adult sector is an absolute disgrace.

“There is an amazing opportunity for the government to really reach out to the most disadvantaged people in our society”

2. The proposed changes to eligibility criteria for Care to Learn funding has the potential to pull the funding rug away from many young parents who are trying to do the best for them-

selves and their children. The maintenance grants are specifically targeted at those in the most need, paying for childcare to allow young people to remain in, or return to education. Consecutive studies have shown the huge impact that this can have not only on the individual, but indirectly on their children too.

3. Reform to the sector. The FE sector is one that has always seen more than its fair share of reform under consecutive governments, but the last 12 months has been particularly tumultuous. The introduction of new models of delivery in the sector have the capacity to fundamentally change the landscape of FE forever, with the risk of getting ever closer to private sector involvement in the curriculum and delivery.

Chances

1. The National Union of Students is launching a campaign alongside FE sector bodies this year to promote the incredible pedagogy that exists in the sector and to ensure that students are fully aware of what they should expect to deserve from their education.

Charters on quality teaching and learning and the use of technology in the curriculum will support students and students' unions alike in the quest for outstanding provision.

“We will need to see a 20 per cent drop in participation to ensure that the scheme stays within budget”

2. With 2012 seeing the launch of the new all age careers service for FE, there is an amazing opportunity for the government to really reach out to the most disadvantaged people in our society, giving them the chance to become educated, play an active role and contribute to the regeneration of our economy. This is a chance the government should take with both hands.

3. Reform to the sector. The flipside of the unprecedented levels of reform in FE is that there have never before been so many opportunities for students to be really involved in the design and delivery of not just their curriculum, but their examination models, teaching styles and even institutional models.

It's a really exciting time for the student voice to be heard.

Toni Pearce is the NUS vice-president for FE and tweets at @Toni_Pearce

FE Week Expert

Discrimination: Time to educate the educated



because of their colour, culture, or ethnic origin. It can be seen or detected," he said, "in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people".

These words from the retired and distinguished High Court judge returned to dominate the headlines as the long-awaited guilty verdicts against Gary Dobson and David Norris for the stabbing of Lawrence at last brought a modicum of justice.

However, such attitudes and behaviours are not unique to the Metropolitan Police; Macpherson's call for radical reform of training, race awareness programmes and better minority recruitment and promotion methods apply to all of us.

Fundamental education and training reforms were demanded in 70 far-reaching recommendations.

The root causes of racism, he said, should be tackled by amending the national curriculum to ensure that it "aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society".

This was no time for soul-searching but for action. Hence, the Black Leadership Initiative (BLI) was created in October 2002, as a government-funded pilot programme

in response to recommendations from the Commission for Black Staff in Further Education (FE), itself launched in direct response to Macpherson's plea.

The Commission report showed the significant extent to which BME staff were under-represented at all levels in FE. Our actions and reform programmes have resulted in progress. In 1998, 14 per cent of students in FE colleges were from BME backgrounds, yet there was only one black principal (0.2 per cent) in over 450 colleges.

Today, 22 per cent of students are from BME communities, and 16 (4.6 per cent) of 347 principals are BME, along with four per cent of senior managers and 7.4 per cent of other managers. Yes progress is being made, though there is clearly still some way to go.

The BLI called for no favouritism, quota system, positive discrimination or any other special treatment. Rather, we set about educating the educated, taking the message directly to college principals and governors, while supporting the recruitment, retention and promotion of black staff into future leadership roles – offering a range of training and development opportunities along the way such as mentoring, coaching, work-shadowing and secondments to middle-management posts.

The response of progressive principals and senior managers was rapid and deeply supportive, to the extent that one in five

college principals and chairs of governors are now trained BLI mentors. And we have now gone into partnership with Teach First to extend this work throughout state schools, and begun working with higher education to bring teachers, experienced professionals and students together not only to discuss the impact ethnicity has on educational achievement and aspiration but to tackle the root causes of underachievement.

This is important not just for the teachers but also for their students, the students' families and the wider community because they are seen as pioneers, trendsetters and role models.

The aspirations of young people are influenced by the adults they can identify with and if they see people like themselves in positions of influence and responsibility in education, commerce and the professions, they are more likely to believe that it is possible for them to achieve this too.

We have race equality legislation but that in itself isn't sufficient. It's about people being willing and able to take hold of the culture of organisations and change things for the better. As we reach the 10th anniversary of the BLI we have to ask where we will be in ten years time. How do we keep up the momentum with diminishing funds in the current financial crisis?

Rajinder Mann OBE is Executive Director of the Black Leadership Initiative

What lessons should teachers and managers in education and training learn from one of the most appalling race murders in recent British history? What gains can we salvage from an incident that – in just a few moments of senseless and stupid bigotry – shocked a nation, destroyed a life, tore a family apart and led to an entire police force being labelled "institutionally racist"?

Sir William Macpherson, who conducted the Inquiry into the death of Stephen Lawrence on 22 April 1993, spoke in his report of a "collective failure of an organisation to provide an appropriate and professional service to people

FE WEEK & ME



IN PARTNERSHIP WITH



Make sure to read our FE Week & Me supplement, free with this week's edition!

We asked students to send in a 500-word article explaining what brought them to college, along with their hopes, fears and aspirations. By submitting their entries, they were in with a chance of winning a brand new MacBook Pro or £1000 of John Lewis vouchers.

Step 1: read these stories

Step 2: choose your favourite (there are no rules, the reason is up to you) and then go to www.surveymonkey.com/s/feweekandme and cast your vote by 1st February.

The winner will be announced in FE Week on the 6th February.



FE Week gets technical

FE Week brings you a selection of the slides from the Lsect Ultimate Curriculum Planning Workshop.

These slides summarise the 16-18 funding formula and methodology, and include worked examples for school sixth forms, 16-18 academies and FE colleges. For official funding rules and guidance visit www.ypla.gov.uk

Technical introduction to 16-18 funding

Selection of slides from the
Lsect Ultimate Curriculum Planning Workshop

Nick Linford
Managing Director of Lsect
Managing Editor of *FE Week*

Lsect
Learning & skills ~ events,
consultancy and training

Sources of the DLF funding formula

SLN GLH	Always 'listed' on the online LARA database, with exception of functional skills for non-schools
NFR	Set each year nationally ~ 16-18 school and non-school 2011/11 and 2012/13: (e.g. FE college) £2,920
PWF	On the Learning Aim Database (LAD) for the relevant qualification and funding type
DU	Based on an postcode file and the <u>learner home postcode</u> (no uplift, or between 8 and 32%)
ACU	South East England weighting based on the provider location
SF	Calculation based on success rates, where achievement = 1 and non-retained or non-achievement = 0.5

3

National Funding formula

Qualifications for 16-18 year-olds are funded using a national funding formula introduced in 2008/09 (SSFs, Academies and colleges)

It is applied to every enrolment, so they all have a value

Elements in the demand-led funding formula:

- > Standard Learner Number (SLN)
- > National Funding Rate (NFR)
- > Programme Weighting Factor (PWF)
- > Disadvantage Uplift (DU)
- > Area Cost Uplift (ACU)
- > Success Factor (SF)
- + Additional Learning Support

Formula elements
multiplied together
equals maximum
funding for the
enrolment

2

Funding formula examples for 11/12 & 12/13

AS Level in Art and Design (500/2659/8) **delivered in 126 hours**

SLN GLH on LARA of 150 for School Sixth Form and FE College

SLN GLH / 450 =	SLN 150/450 =	0.3333
	NFR	£2,920
	PWF	1.12 (B)
	DU	1.0851
	ACU	1.20
	SF	0.9
Funding		£1,278

Allocations based
on historical
average of these
elements
multiplied
together (known
as the provider
factor)

4

Spring College Data Conference

13th March 2012 in London

Book via www.lsect.com



Funding formula examples for 11/12 & 12/13

Functional Skills(500/2659/8) delivered in 54 hours

SLN GLH on the LARA of 36 for schools and unlisted for non-schools

School Sixth Form

SLN 36/450 =	0.8
NFR	£2,920
PWF	1.4 (F)
DU	1.0851
ACU	1.20
SF	0.9
Funding	£383

FE College

SLN (54/450) =	0.12
NFR	£2,920
PWF	1.4 (F)
DU	1.0851
ACU	1.20
SF	0.9
Funding	£575

5

Funding for a learner programme

Schools and colleges are paid on a monthly profile, totally the annual allocation. Below shows how a learner programme might be planned

Programme component	Actual glh	2011/12 rate in LARA	SLN
AS in Politics	140	150 SLN GLH	0.333
AS in History	140	150 SLN GLH	0.333
AS in Economics	140	150 SLN GLH	0.333
AS in General Studies	40	30 SLN GLH	0.067
Functional Skills in English L3	36	36 SLN GLH or unlisted	0.08
Entitlement (incl. tutorials)	36	30 SLN GLH	0.067
Total SLN			1.213
Unweighted funding in 2012/13			£3,543
Weighted funding in 2012/13 with a provider factor of 1.1534			£4,086

7

Funding formula used for allocations & in-year

To simplify the formula historical averages are used for the PF, ACU, DU and SF elements

$SLN \times NFR \times PROVIDER\ FACTOR\ (PF) = \text{funding}$

Example College 16-18 allocation (excl. ALS):

$4,200\ SLN \times £2,920\ NFR \times 1.1534\ PF = £14,145,298$

The NFR is set nationally and PF is based on a historical average, so both are now fixed for 2012/13.

Thus in-year and when curriculum planning
achieving the SLN value is critical

6

Minimum attendance

This is commonly referred to as the 'definition of a start'

If a withdrawal is before the minimum attendance period no funding is generated and the enrolment is not counted as a start

Planned duration (calendar days)	Minimum attendance
24 weeks or more	6 weeks
2 to 24 weeks	2 weeks
Less than 2 weeks	Once

For the official funding guidance visit
www.ypla.gov.uk

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FE Week campus round-up

East Surrey College Principal gets Royal seal



A new principal has been appointed to East Surrey College.

Following national search, the Corporation of East Surrey College has announced Jayne Dickinson as the new Principal and Chief Executive of the college.

It follows a successful year for the college, which included completing a move into the new buildings, achieving Investors in People (Gold), the decision to work closely with Reigate College, high levels of student achievement and encouraging enrolment figures.

The year also featured the official opening of the campus by Her Majesty The Queen and HRH The Duke of Edinburgh.

Dr Barbara Spittle, chair of the East Surrey College Corporation, said: "We are delighted with Jayne's appointment."

"As Acting Principal she has delivered significant developments to the college throughout the year, enhancing the student experience and community involvement."

"Her drive and commitment will take the college to its target of being recognised as Outstanding by Ofsted, and beyond."

Doncaster College student cooke-ing up a storm after taking to the stage at food fair



Doncaster College student Ben Cooke has been offered a work placement at two prestigious restaurants.

The offers came after he attended the Cookery Theatre at the Festive Food and Gift Fair at Doncaster Racecourse in November.

Seventeen-year-old Ben has been given the opportunity to work with chefs at the Ruddington Park and Swinton Park restaurants, as well as the chance to train with the owner of the Indian restaurant Prashad, which won Gordon Ramsey's best Indian restaurant in 2010.

Ben, along with several other College students, got up on stage and helped top chefs

prepare different dishes in front of an on looking audience.

Once the dishes were complete, they were taken around the crowd by the students for them to try what the students had prepared.

Ben is currently studying a VRQ Level 2 in Food and Beverage Service at Doncaster College's Waterfront Campus.

He said "The Ritz was definitely a good experience for kitchen production because it helps with the pressure of getting things out on time."

"Being there and seeing what they do, it gives you a whole new perspective on how they do it in a bigger industry."



Chesterfield College staff get wet for charity

The deputy principal of Chesterfield College has been in the stocks to help raise money for Sarcoma UK.

Debra Gray, alongside other senior members of staff, was pelted with soaking sponges as part of a fundraising event held by Mark Lievesley, an inspirational brickwork lecturer diagnosed with the rare Sarcoma form of cancer.

"Everyone at the college has been so supportive," Mr Lievesley said.

"Loads of people have come along to help raise money, and I think just how everybody has come together is something that needs recognising."

The event, held over the New Year, has helped Mr Lievesley raise more than £10,000 for the charity.

Trevor Clay, acting principal at Chesterfield College, said: "He's an inspiration to a lot of people through his experiences and his commitment."

"It has been great to see people rallying around him raising money for this wonderful cause."

Sarcoma UK is a leading charity offering support to patients with sarcoma, as well as funding medical research and awareness campaigns.



City of Bath College student becomes tutor

A mature student who thanked City of Bath College for giving him 'a second chance' at a career has now returned to pass on his skills as a tutor.

Keith Varney (53) enrolled at college six years ago to take a course in stained and kiln-formed glass, before moving on to the Design Crafts National Diploma, where he found a new talent and the start of successful career in ceramics.

He said: "I loved every minute of the course and found that it was something I was good at."

Keith has exhibited his work at Tent London – one of the largest design trade shows – and at the Joanna Bird Pottery exhibition in London.

He is currently exhibiting his work at the Royal Birmingham Society of Artists (RBSA) gallery and at the Quest Gallery, Margaret Buildings, Bath.

"It's a real honour to be asked to come back to College and share my knowledge with today's students," said Keith.

Cambridge Regional College goes green



Cambridge Regional College (CRC) has been given a top environmental award for its ambitious carbon reduction plans.

The college was given a ISO14001 certification after proving it could lower its carbon footprint by up to 40 per cent over the next five years.

Sarah Bearpark, environmental and sustainability manager at CRC, said the ISO accreditation was a huge achievement for the college.

"We are absolutely delighted to be the first FE college in England to receive the accreditation for our whole site," she said.

"Reducing our carbon footprint by 40 per cent is an ambitious target, but we are determined to make a real difference."

Cambridge Regional College will save 384 tonnes of carbon over the next few months by replacing all of its lighting with LED lights.

Other measures include installing timers on electronic equipment and reducing the amount of waste going to landfill.

"There are many small things we can do which together can have a big impact," Bearpark added.

Mayor gets stuck in at Calderdale College



The Mayor of Calderdale was given a first-hand look at the construction trades during a college visit.

Councillor Dr Nader Fekri JP visited the North Halifax Skills Centre at Calderdale College last month. The centre delivers high quality vocational training, through the Construction and Hairdressing and Beauty Therapy Academies.

The visit follows a college enrichment visit to the Town Hall where the Mayor expressed an interest in looking around the centre.

Whilst at the centre, the first citizen had a tour of the facilities and presented awards to the Student Learner of the Year, Most Improved Learner and Certificates for 100 per cent

attendance.

British Gypsum Plastering Student of the Year was awarded to Mark Ettenfield who achieved high marks in theory and practical units along with distinctions at Levels 1 and 2.

He also worked as an apprentice and has achieved the often difficult task of balancing work and college commitments.

Plastering lecturer Lance Lucas said: "We are really pleased to have the Mayor present our learners with their awards.

"All the students have worked incredibly hard over the past year and it is wonderful for others to come to North Halifax Skills Centre to see their achievements."



Barton Peveril sixth form hits the catwalk

More than 100 students put their creations on the catwalk at college's charity fashion show.

It was the Barton Peveril Sixth Form College's 20th annual show, with the 115 students, studying AS and A2 level Textiles, raising money for Breast Cancer Care.

The extravaganza was a compilation of two showcases entitled Kaleidoscopic.

Students were encouraged to explore the traditional and be experimental with more unorthodox materials to create innovative, quirky, one-off garments displaying an exciting

mix of colour, texture, silhouette and form.

A collection of 'deconstructed' garments also featured in the show, all reinvented and recycled from charity garments and everyday objects.

Each A2 student crafted their 'deconstructed' ensemble in a challenging single week of lessons.

Many students have successfully continued their textile and fashion studies, gaining places on prestigious courses across the country including London College of Fashion, Central Saint Martins, Derby and De Montfort universities.



Filton College lets students experience dream occupation



A new work placement partnership is enabling student to experience their dream job.

The Health and Social Care Department at Filton College offers students work placements as an integral part of the course.

But until now, they have been unable to fulfil the paramedic career path some student's desire.

This year the Bristol Ambulance Service joined the college's list of work placements to the delight of one student in particular.

Hollie Ind (17) has wanted to become a paramedic since she can remember. So when leaving school she knew that the first step was to undertake a level 3 course in Health and Social to enable entry to University.

She said: "Having a work placement at Bristol Ambulance has been amazing.

"I really enjoy getting out on the ambulances and learning about the roles within the ambulance services. Going to Bristol Ambulance has made me even more determined to follow a career as a paramedic."

Geoff Clarke, operations manager at the Bristol Ambulance Service, said: "It has been a pleasure having Hollie with us so far.

City College Brighton and Hove flavour day

Pupils with learning difficulties were pampered during a visit to see what their local college has to offer.

Pupils from Queen Elizabeth 2 Silver Jubilee School, in Horsham, which caters for youngsters aged 2 to 19 with severe or profound and multiple learning difficulties, visited City College Brighton and Hove to get a flavour of their courses.

While there, they also received pampering courtesy of the college's Hair & Beauty department. The visit, which also included visits to the college's Carpentry and Visual Arts departments, was part of the school's transition programme which helps pupils to identify their future educational and career opportunities.

"The QE2 pupils absolutely loved coming to City College", said deputy head, Carol Willard.

"It gave them a valuable insight into the type of skills they could learn at a further education college while the free hair and beauty treatments they received were a big bonus too."

City of Wolverhampton College honoured



(NCTJ) Academic Year FE course during a gala dinner at Belfast City Hall.

It was among five top performing NCTJ accredited centres across the country presented with awards for the highest percentage of students achieving C grade passes or better in all seven NCTJ exams, including 100wpm shorthand.

Programme tutor Sue Green, who was presented with the award by Kim Fletcher, chairman of the NCTJ, said: "It's brilliant.

"We always work to extremely high standards to achieve the excellent results demanded by the professional awarding body and the newspaper industry."

Highbury College topped the table for FE fast-track courses.

A journalism course run by City of Wolverhampton College has been announced as one of the most successful in the country.

The college was awarded the best performing National Council for the Training of Journalists

Kick-off for Newcastle-under-lyme College

Four sporty students from Newcastle-under-Lyme College's (NULC) Academy of Sport have been selected to represent England.

Ami Pickerill (18), from Alsager, has been selected for the England Under 19 Netball Europe Squad and the British Colleges Sport England Netball Squad.

Sherry McCue (17), from Market Drayton, was chosen for the Ladies Under 19 England Football Squad.

David Meakin (17), from the Westlands, a scrum half or centre, has been selected for the England Rugby Squad.

Josh Brown (17), from Werrington, progressed through four rounds of trials to get selected for the 22-man England College's Football Squad.

NULC Academy of Sport Manager Trevor Humphreys said: "This selection is a testament to the hard work and dedication Ami, Sherry and Josh have put in whilst at NULC."



FE Week events



Michael Gove, Secretary of State for Education

Let's talk technology

Nick Summers
@summersnicholas

Professionals in the further education (FE) sector were overwhelmed by the amount of new technology being showcased on the first day of BETT Show 2012.

The hybrid technology event, consisting of both a trade show and conference format, has always been focussed on schools, but made an attempt this year to cater for FE.

Michael Gove was the highlight of the morning, opening the show with a number of announcements regarding a proposed reform of the ICT curriculum.

"Just at the time when technology is bursting with potential, teachers, professionals, employers, universities, parents and pupils are all telling us the same thing - ICT in schools is a mess," Mr Gove said.

"That's why I am announcing today that the Department for Education is opening a consultation on withdrawing the existing National Curriculum Programme of Study for ICT from September this year."

The Education Secretary said universities and business would be given the opportunity to create new courses, focusing on the area of computer science in particular.

There was, however, no mention of any changes to the ICT qualifications being delivered in further education, such as A-levels.

Nor did Michael Gove make any mention of including colleges in the consultation process.

Gordon Marsden MP, Shadow Minister for Further Education, Skills and Regional Growth, said exclusively to FE week: "It's disappointing that when major curriculum changes such as those on ICT are announced there appears to be little or no reference to the vital role the FE sector and colleges play in delivering ICT skills."

"When government tries to anticipate or interpret demands it puts a straight jacket on how people can respond"

"Both for young people looking to have them as a vital step on a ladder to apprenticeships or job skills for older learners - especially women - wanting to return to work the role colleges play in this area is crucial."

He added: "It's slightly symptomatic of the slight Jekyll and Hyde approach to vocational skills that the Secretary of State sometimes shows - and not helpful to the sector as a result."

Addressing the FE sector was left to Martin

Doel, Chief Executive of the Association of Colleges (AoC), in a morning master class titled 'Enhancing the Employability of your Students: Working with Partners in Industry and Commerce'.

Mr Doel, speaking at the new 'Education Leaders @ BETT 2012' conference held in the Olympia Auditorium, said colleges and schools needed to work in a much more organic way with local businesses.

"When government tries to anticipate or interpret demands it puts a straight jacket on how people can respond," Mr Doel said.

"Those demands are going to be multifarious and they cannot be interpreted at a national level as they have been in the past."

He added: "That involves colleges and schools partnering and understanding industry in a much more organic way then its done currently through bureaucratic structures."

Mr Doel emphasised the need for colleges to start anticipating demand, rather than simply waiting for someone to tell them what they're being required to do.

The AoC chief executive also addressed the issue of who should be responsible for the funding of learning and training.

Mr Doel proposed a three tier system, including basic skills, intermediate skills and advanced skills, which could be used when considering what the state pays for.

Mr Doel said: "There's a set of basic skills, which is the literacy and numeracy and



BETT attracts more than 600 educational suppliers and around 30,000 visitors to its annual technology showcase

whatever we determine is the basic education which any employer should expect to arrive with them, having been provided for them by the state.”

He added: “There’s an area in between which is intermediate skills, where the young person is being prepared for a particular occupational field.

“Then the employer needs to finish the product, so the individual actually gets closer to that feeling of being prepared for one particular field or another.”

Mr Doel said he thought the final tier, advanced skills, should be paid for entirely by the individual, business or industry.

“The final one is about advanced skills, when it’s very industry specific, and it’s applied to support that particular employer in a very direct way,” Mr Doel said.

He added: “In some areas the state needs to stand back, because it’s up to industry to pay for that part as well,.”

Pearson was one of a number of technology exhibitors offering products and services not just to the schools sector, but for FE colleges as well.

Jacob Pienaar, Managing Director of Pearson UK Schools and Colleges, said: “In the FE space we are beginning to talk around something called My BTEC.

“BTECs are very popular qualifications both in school and in FE, so we’re developing a service there called My BTEC, which in the

first phase initially is very much part lecturer support, as well as supporting the assignments, supporting the assessment, helping with them teaching and the facilitation of those qualifications.”

Mr Pienaar said many FE colleges were keen to find technology solutions related to independent learning.

“The needs in FE have been articulated for quite a while now, because compared to schools, you often have a greater independent learning element to it,” Mr Pienaar said.

“Certainly in my experience, FE colleges have for quite a while been identifying that as a really important learning need.”

He added: “They see technology as the answer to that independent learning need, and I think that is one of the crucial things for FE colleges.”

The winners of the 14th annual BETT Awards were also announced on the first night of the event.

A dedicated category for FE was cancelled however after judges received only two nominations.

Ray Barker, director of BESA and chair of judges, said: “The issue in the past has been that this event has never really been an FE event, it’s been a schools event, and previously it was linked with secondary education because of the growth in the 14-19 market.

“This year we decided that because of the whole push for vocational training, we would

try a separate FE award - but we only got two nominations.”

The BETT Show took place over four days, January 11-14, at the Olympia Conference Centre in London.



Some exhibitors brought an element of fun



Many of the exhibitors hold live demonstrations and seminars

Pictures by Nick Linford

What’s hot in 2012

FE Week asked exhibitors for their views



“From the teacher’s perspective it’s the whole social networking issues and what the hell you do with it, and how do you deal with it in a classroom context!? It’s a major part of the learner’s life now.”

- Ray Barker, director of BESA and chair of judges



“After Michael Gove’s announcement today, and with more introduction for computer science within the curriculum, I think that’s one area which a lot of centres will want to go into.”

- Karen Reid, Qualifications Manager for GCSE Computing at OCR



“I think integration is also an important theme. How you integrate with your content, with your learning, with your teaching, and with your information systems is very important.”

- Jacob Pienaar, Managing Director of Pearson UK Schools and Colleges



“I haven’t had a chance to ask around myself because it’s so busy on our stand, but I find that the iPads are always popular, especially with what you can do with the assistive side of that. General Mac things will always be popular as well!”

- Marketing Executive at iansyst

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t: 0113 308 7900

e: hr.operations@leedscitycollege.ac.uk

(applications by CV alone will not be accepted)

Closing date for applications is Friday 27th January 2012

Interviews will take place Thursday 23rd and Friday 24th February 2012.

(previous applicants need not re-apply)

Leeds City College is committed to safeguarding children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All successful applicants are, therefore, required to complete an enhanced criminal records disclosure.

All applicants will be treated fairly irrespective of race, disability, sexual orientation, religion or belief or age. The College actively welcomes applications from all sectors of the community.

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FE teaching and management experience essential; related subject area desirable.

Benefits: Teachers' Pension Scheme, Generous Leave Entitlement, Continuing Professional Development, Relocation Payment if appointed from outside the region

Job Ref: MS 599

Closing Date: Friday 27 January

For job description and online application please visit www.lmc.ac.uk or www.fejobs.com, or for a job application pack (various formats) phone 01524 521507 / email jobs@lmc.ac.uk. All posts are subject to a CRB Disclosure in line with our policy of safeguarding and promoting the welfare of learners



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MAKE DREAMS REAL



Walsall College is one of the largest in the West Midlands, employing 736 staff and with an annual turnover of £35 million. We are a dynamic institution with a reputation for innovation, excellence, for its serious engagement with local schools, employers and public and private sector partners. The College has a lot to celebrate; a new £64 million campus, increased enrolments, a place in the top 10% success rates, two Beacon Awards, as well as the sponsorship of the new Black Country University Technical College.

Assistant Principal - Curriculum | Salary: £68,824 - £70,890

Walsall College holds an enviable reputation for curriculum excellence and innovation. Engagement with local schools and leadership of school reform, as well as outstanding services to employers, sets us apart. Our success rates have rapidly improved over the past year - so this is an exciting opportunity to consolidate and improve success further.

If you have a strong track record in leading outstanding curriculum delivery, partnerships and employer focused training, are confident in your ability to add to Walsall College's substantial successes so far, then you will be given the scope to excel both personally and professionally.

Candidates who have embraced forward thinking and persuaded senior level teams to accept their vision for the FE sector will find that their talents are valued at Walsall. With a new Principal, these are exciting times for the College and we anticipate growth because of our success. The ideal candidate will guarantee our growth and influence the shape of FE within the West Midlands for years to come.

Director of Asfi | Salary: £41,000 - £45,000

Walsall College is seeking a determined and commercially focused Director to lead the next phase of development of our awarding organisation, Asfi. A combination of high levels of commercial acumen, a clear understanding of the training market and a focus on educational regulation are essential prerequisites for this role. Your strategic awareness of the education market will ensure you secure the future for our awarding organisation.

Director of Funding and Finance | Salary: £56,000 - £59,000

Combining outstanding financial planning and management skills with an extensive and current knowledge of FE funding, and its associated future challenges, the Director of Funding and Finance will take a strategic lead on securing the College's financial future. With responsibility for financial security, financial planning, interpretation of funding guidance and leadership of Finance and Information Service teams, this role needs an exceptional leader able to influence decision making processes which give due regard to both curriculum and service efficiency and value for money. The post holder will make a significant contribution to supporting the Corporation to fulfil their financial governance role, and will take full responsibility for maximising contractual income from funding bodies.

For further details and to apply on online please visit www.walsallcollege.ac.uk or telephone (01922 657022 and speak to the Principal, Jatinder Sharma)
Closing Date 20 January 2012.

Walsall College is passionate about promoting equality of opportunity and creating a working environment where diversity is recognised and celebrated and everyone has the chance to reach their full potential. Our environment is diverse in character and student population. We particularly welcome applications from candidates from Black Minority Ethnic origin and those with a disability. Safeguarding and promoting the welfare of children and young people/vulnerable adults is at the heart of all we do. This is reflected in our rigorous approach to the recruitment and professional development of our staff.

www.walsallcollege.ac.uk



Bringing talent to life...



Developing today's students for tomorrow...

As a large, successful and expanding FE and HE College on the borders of East London and Essex, we have an exciting senior position for a motivated and inspirational leader.

Deputy Director of Information Services

£Negotiable

Ref: DDIS3/IS

The department of Information Services is responsible for monitoring, preparing and submitting data to support the College's learner responsive, employer responsive and HEFCE funding allocations. The department contributes towards the strategic development of the College by liaising directly with the SFA, YPLA and HEFCE and by following up any funding issues on behalf of the college. As the Deputy Director you will assist in the operational management of the department and its activities, supporting the recruitment, retention, achievement and funding targets for the College.

A first class manager and communicator, you will be capable of motivating and enthusing staff, and using your comprehensive understanding of Further and Higher Education funding to assist the Director in identifying and responding to new opportunities. With demonstrable organisational skills, you will be able to manage a substantial workload and prioritise, whilst maintaining quality and working towards strategic goals.

Closing date: 23 January 2012
Interview date: 7 February 2012

Successful candidates will be required to complete an Enhanced CRB Disclosure upon appointment.

For more information see our website www.havering-college.ac.uk or email hr@havering-college.ac.uk or call 01708 462854.

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.



www.havering-college.ac.uk

FE Week & Lsect are hiring!

Lsect

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Office Manager

25 - 35k (DOE)

Reporting directly to the Managing Director of a small but rapidly growing business (10 staff), this person would be responsible for day-to-day office management, including staff and financial administration.

Please send a copy of your CV to jobs@lsect.com by **January 13th 2012**

Advertising Sales Executive

22-25k plus commission (DOE)

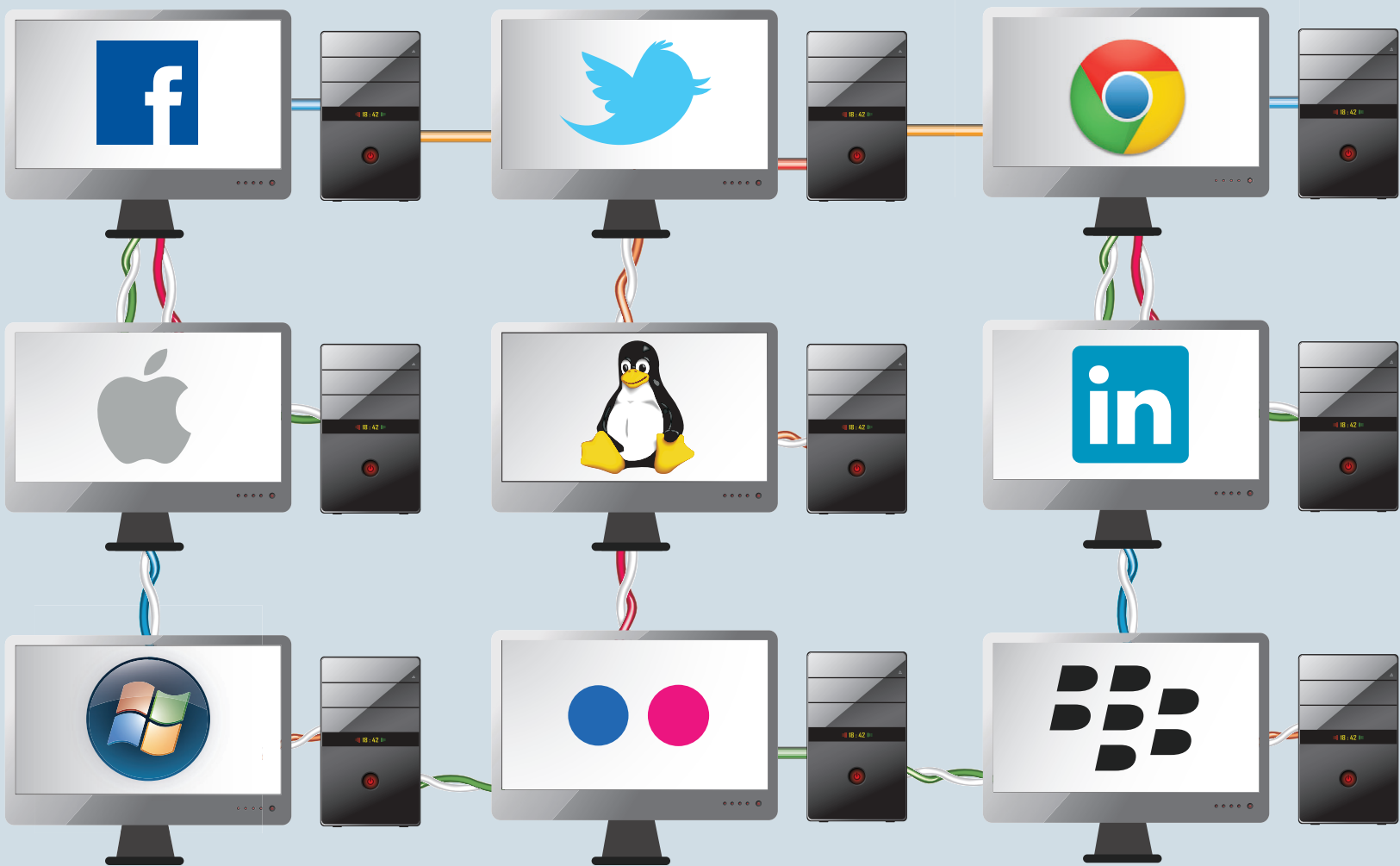
You will be responsible for all recruitment ads, setting yield and revenue targets and creating new advertising opportunities for clients. You will be selling direct to clients but will also be sourcing business opportunities through advertising and recruitment agencies.

Please send a copy of your CV to gemma.ryder@feweek.co.uk by **January 13th 2012**

Go to www.feweek.co.uk/index.php/jobs/ for more

HI-TECH BRAND NAME GAME

BETT YOU CAN'T GUESS THE TECHNOLOGY GIANTS FROM THEIR LOGO!
TURN THE PAGE UPSIDE DOWN TO SEE IF YOU GOT ALL 9!



Answers: Facebook, Twitter, Google Chrome, Apple, Linux, LinkedIn, Windows, Flickr, BlackBerry

FE Week Sudoku challenge

	2	7	8			1		
		1			3		4	9
3			9		5		6	
4		8		5			3	
	9		6		8		2	
	5			9		4		1
	4		2		1			8
8	3		5			2		
		6			9	3	7	

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

4		5				2		7
		9				3		
			8	3	4			
	2		6		8		7	
6								9
	5		9		1		4	
			3	8	7			
		3				9		
5		4				7		6

Difficulty:
MEDIUM

Last Week's solutions

4	2	5	7	9	8	6	3	1
3	7	9	6	2	1	4	5	8
8	1	6	5	4	3	9	2	7
9	5	2	8	6	4	7	1	3
1	4	8	2	3	7	5	9	6
7	6	3	9	1	5	2	8	4
6	8	4	1	5	9	3	7	2
2	9	7	3	8	6	1	4	5
5	3	1	4	7	2	8	6	9

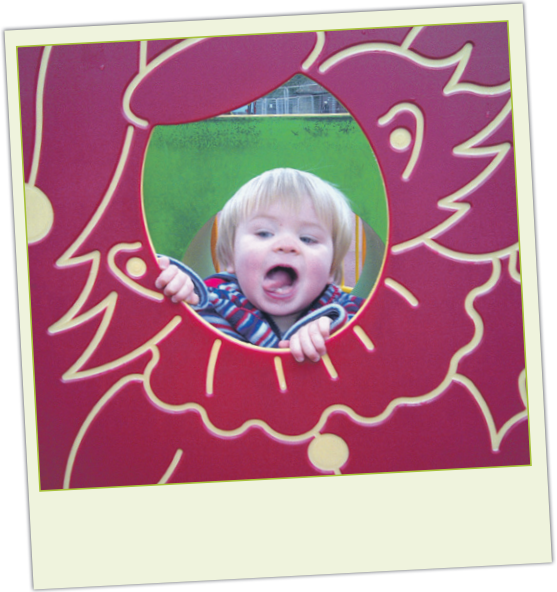
Difficulty:
MEDIUM

9	2	7	8	1	6	4	5	3
5	4	6	7	9	3	8	2	1
3	8	1	4	5	2	9	6	7
4	7	2	5	6	9	3	1	8
6	9	5	1	3	8	2	7	4
1	3	8	2	4	7	6	9	5
8	6	3	9	7	1	5	4	2
7	5	9	3	2	4	1	8	6
2	1	4	6	8	5	7	3	9

Difficulty:
EXPERT

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I have been clowning around"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford